**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:  Review Questions  Mini-Math   1. 6 x 8 2. Estimate the quotient of 35 1/8 divided by 5 4/5 3. What is 1/10 of 450? 4. Draw a picture of 4 4/7 5. Estimate my weight in kilograms. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary?   Reciprocal-  Definition: any two numbers whose product is one  Examples: **the reciprocal of 3 ½ is 7/2 (This will be important for this lesson);**  1 ½ x 2/4= 1; 5 x 1/5 =1; the reciprocal of 4 is ¼; ½ x 2= 1 (To help your students you can remind them that to find a reciprocal you flip the number upside down but the focus is understanding that a number and a reciprocal equal 1).  Play Mix, Match, Mingle to find your reciprocal. Hand out cards to your students; one student receives a number and then another student receives a card with the reciprocal. Once the whole class has a card have them find their partner. Have students mix and repeat.  Other vocabulary:  Quotient  Mixed Number   1. How will you provide multiple opportunities for vocabulary to be used in context?   Math word wall, have a discussion of the reciprocal of different numbers saying, the reciprocal of 5 2/3 is 3/12 …….  Have the students discuss the definition of the word with a partner, reteach if there are any misconceptions  Use hand motions to help define the word: start with both hands held vertically then say reciprocal and flip your hands at the same time. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need?   Reciprocal fraction cards  You could use any of the following materials to model dividing mixed numbers:  Yarn  Number lines  Measuring cups  Candy bars  Fraction strips  Number lines  White boards divided into 4 quarters labeled Manipulative, draw, logarithm, calculator check   1. Will each student have enough materials to model the problems?   No, you will need to have groups so that the students will have more then one whole.   1. Where will students record their work during this phase of the lesson?   White boards  On their desk tops with the fraction pieces   1. How will you check for understanding during this phase of the lesson?   We will check for understanding by checking each of their four quarters as we fill them in as a class. If a student has problems in one quarter we will reteach that idea. | Choral Responses   * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Document camera  1. Check for understanding during the *Guided Practice*. Use White Boards. 2. Where will students record their work?   On their whiteboards   1. If most students are struggling during this phase of the lesson, what will you do?    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 2. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign?   We will assign the quick check with certain problems omitted based class ability level   1. Where will students record their work?   On their quick check worksheet   1. Will you collect, grade and record the independent practice?   We will pick a few problems as a class and discuss them   1. How will you check for understanding?   Based off of the problems that have been discussed as a group   1. If students do not finish the problems assigned for independent practice, will these problems be homework?   Yes | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + *Writing to Explain*   Have the students write the procedure and examples of dividing mixed numbers  Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? 2. When will you give directions on how to play? 3. What materials will be needed for the activities? 4. Will you work with the Intervention group? 5. How will you determine which activities will be assigned to each group of students? | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? 2. Will you discuss homework? Is so, when? | |